



## HOMEWOOD ELEMENTARY

108 North Clemson Circle  
Conway, SC 29526

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	620 Students	
<b>Principal</b>	Penny Foye	843-365-2512
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

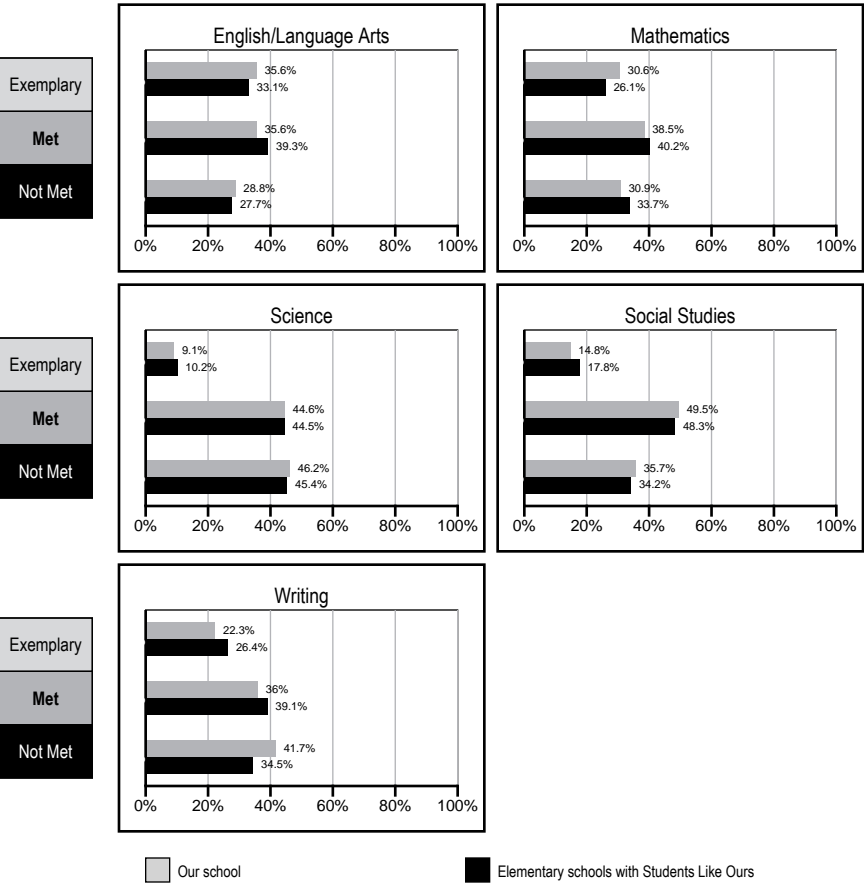
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	93	19	3

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**School Profile**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=620)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	1.6%	1.2%
Attendance rate	95.2%	Down from 95.9%	95.7%	96.1%
Eligible for gifted and talented	9.4%	Up from 9.0%	8.6%	11.7%
With disabilities other than speech	14.8%	Up from 13.2%	8.9%	8.0%
Older than usual for grade	0.2%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.2%	Up from 0.8%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	61.4%	Up from 61.2%	60.0%	60.5%
Continuing contract teachers	77.3%	Up from 67.3%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	82.5%	Up from 81.0%	86.4%	87.0%
Teacher attendance rate	94.4%	Up from 94.1%	95.0%	95.4%
Average teacher salary*	\$45,016	Down 0.8%	\$46,685	\$47,288
Professional development days/teacher	17.8 days	Up from 17.2 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.3 to 1	19.2 to 1	19.2 to 1
Prime instructional time	86.5%	Down from 87.3%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 15.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,746	Up 2.4%	\$7,722	\$7,548
Percent of expenditures for instruction**	66.2%	Down from 66.9%	67.9%	68.7%
Percent of expenditures for teacher salaries**	60.7%	Up from 46.6%	64.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

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**Report of Principal and School Improvement Council**

This has been an exciting school year at Homewood Elementary School with a primary focus on literacy. Our faculty, staff, students and community are proud of the progress our students have made this school year.

We continue to soar to new heights of excellence! We are proud to share that 85% of our Kindergarten students reached their reading benchmark goal. Approximately 77% of our first grade students met their reading benchmark goal and 75% of our second grade students met their reading benchmark goal. We attribute this growth to increased staff development on explicit small-group instruction in reading.

Our school began work with a new phonics-based program, Imagine-It, for grades K -3 to enhance our reading instruction. Additionally, academic tutors were used to provide small group instruction for students in reading who needed additional assistance during the school day.

We worked strategically to differentiate instruction and use the Measures of Academic Progress (MAP) three times during the school year to monitor students' progress in the classrooms. As a result, at least 69% of our 5th grade students met their spring MAP growth goals and 79% of our third grade students met their Spring targeted growth goals for Spring, 2009.

Our PTO has been instrumental in providing grade level incentives for students who meet their MAP goals, as well as continues to support our instructional programs.

Students from Coastal Carolina University continue to support our fourth and fifth grade students through the mentoring program. Many of these students became role models in their grade level as a result of their interaction with their mentors. Our School Improvement Council strongly supports our mentor program.

Additionally, our school has participated in a school-wide Behavior Intervention Program (PBIS) to reinforce positive behaviors among students and staff. As a result, we have seen a significant decrease in discipline referrals.

Parental involvement has increased greatly at our school. Our school hosted our annual "Butterfly Kisses" dance with at least 500 parents attending this school-wide family function, as well as our Reading Rodeo to enhance our literacy focus. We continue to provide on-going classes for parents through our Title One parenting initiatives.

We look forward to another successful year at Homewood. We know that with the right attitude, we can only expect to keep soaring to higher altitudes!

Penny Foye, Principal

Colleen Stalvey, School Improvement Council Chairperson,09 - 10

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	44	92	44
Percent satisfied with learning environment	86.0%	86.7%	100.0%
Percent satisfied with social and physical environment	93.2%	84.6%	97.7%
Percent satisfied with school-home relations	79.5%	86.7%	93.2%

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	318	100	28.9	35.9	35.2	81	85.4	83.5	Yes	Yes
<b>Gender</b>										
Male	182	100	36.4	32.1	31.5	75.9	82	80.1	N/A	N/A
Female	136	100	18.9	41	40.2	87.7	88.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	140	100	22.7	30.5	46.9	88.3	89.5	89.6	Yes	Yes
African American	150	100	34.9	43.4	21.7	75.2	73.7	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	22	100	31.8	22.7	45.5	72.7	82.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	80	100	59.1	33.3	7.6	60.6	58.2	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	26.3	26.3	47.4	78.9	80.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	272	100	31.1	37.8	31.1	79	80.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	318	100	31.7	38.4	29.9	81	84.2	80.4	Yes	Yes
<b>Gender</b>										
Male	182	100	34.6	34.6	30.9	77.8	82.2	78.4	N/A	N/A
Female	136	100	27.9	43.4	28.7	85.2	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	140	100	24.2	39.8	35.9	86.7	89.5	87.8	Yes	Yes
African American	150	100	39.5	39.5	20.9	74.4	69.8	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	22	100	31.8	22.7	45.5	86.4	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	80	100	63.6	27.3	9.1	57.6	53.9	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	26.3	26.3	47.4	89.5	78.7	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	272	100	34	38.7	27.3	78.6	78.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A—Not Applicable	N/AV—Not Available	N/C—Not Collected	N/R—Not Reported	I/S—Insufficient Sample
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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	215	99.5	45.8	45.3	8.9	54.2	71.8	67.3
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**Gender**

Male	120	100	49.1	39.6	11.3	50.9	71.7	66.9
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Female	95	99	41.7	52.4	6	58.3	71.9	67.7
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**Racial/Ethnic Group**

White	95	100	30.2	61.6	8.1	69.8	80.4	79.6
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African American	103	99	61.4	29.5	9.1	38.6	48.8	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.9	84.4
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Hispanic	13	100	46.2	38.5	15.4	53.8	61.9	59.4
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American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	80	69.5
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**Disability Status**

Disabled	45	97.8	N/A	N/A	N/A	27.3	37.2	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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**English Proficiency**

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	59.1	58.6
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**Socio-Economic Status**

Subsidized meals	181	99.5	52.6	38.5	9	47.4	63	55.4
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**Social Studies**

All Students	210	98.6	36.8	48.6	14.6	63.2	75.3	70.9
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**Gender**

Male	115	98.3	38.2	43.1	18.6	61.8	74.2	70.1
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Female	95	99	34.9	55.4	9.6	65.1	76.5	71.7
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**Racial/Ethnic Group**

White	94	97.9	27.1	51.8	21.2	72.9	80.5	79.2
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African American	97	99	46.3	43.9	9.8	53.7	59.7	58.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.8
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Hispanic	14	100	42.9	50	7.1	57.1	74	68
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American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	66	71.2
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**Disability Status**

Disabled	55	96.4	68.9	28.9	2.2	31.1	43.7	39.3
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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**English Proficiency**

Limited English Proficient	12	100	41.7	50	8.3	58.3	72.8	68
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**Socio-Economic Status**

Subsidized meals	183	98.4	36.7	48.7	14.6	63.3	68	60.8
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Abbreviations for Missing Data

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N/R–Not Reported

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	320	96.9	41.5	36.2	22.3	58.5	76.8	72.1	95.2	95.8
Gender										
Male	185	96.8	51.2	34	14.8	48.8	69.9	65.2	95.1	95.7
Female	135	97	28.3	39.2	32.5	71.7	83.9	79.2	95.4	95.8
Racial/Ethnic Group										
White	141	96.5	30.7	41.7	27.6	69.3	83.2	80.8	94.6	95.5
African American	152	97.4	53.5	28.7	17.8	46.5	59.2	59.7	95.8	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.2	87	94.4	96.9
Hispanic	22	100	40.9	40.9	18.2	59.1	69.7	64.6	95.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	93.7	94.1
Disability Status										
Disabled	76	89.5	N/AV	N/AV	N/AV	27.1	34.3	27.7	94.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	36.8	47.4	15.8	63.2	67.2	63.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	270	97.4	46.2	34.7	19.1	53.8	68.9	61.9	95.1	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	96	100	28.9	35.6	35.6	71.1
	4	91	100	42.4	36.5	21.2	57.6
	5	114	100	15.9	56.1	28	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	113	100	24.8	28.7	46.5	75.2
	4	104	100	24.2	47.3	28.6	75.8
	5	101	100	38	32.6	29.3	62
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	96	100	40	38.9	21.1	60
	4	91	100	30.6	47.1	22.4	69.4
	5	114	100	28	46.7	25.2	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	113	100	32.7	26.7	40.6	67.3
	4	104	100	24.2	50.5	25.3	75.8
	5	101	100	38	39.1	22.8	62
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	60	33.3	6.7	40
	4	91	100	45.9	48.2	5.9	54.1
	5	57	100	25.9	68.5	5.6	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	59	98.3	51	31.4	17.6	49
	4	104	100	39.6	56	4.4	60.4
	5	52	100	52.1	39.6	8.3	47.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	48	100	28.9	48.9	22.2	71.1
	4	91	100	34.1	47.1	18.8	65.9
	5	57	100	22.6	47.2	30.2	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	57	94.7	34	46	20	66
	4	104	100	31.9	58.2	9.9	68.1
	5	49	100	50	31.8	18.2	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	96	97.9	29.5	34.1	36.4	70.5
	4	91	96.7	45.2	34.5	20.2	54.8
	5	114	100	25.9	47.2	26.9	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	118	94.9	43.6	34.7	21.8	56.4
	4	101	98	39.3	38.2	22.5	60.7
	5	101	98	41.3	35.9	22.8	58.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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